

Lessons from the First Statewide Family Engagement Centers: Alignment with Federal Priorities and Factors Influencing Implementation

Appendix

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Appendix

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APPENDIX VOLUME

This volume serves as a companion to the ***Lessons from the First Statewide Family Engagement Centers: Alignment with Federal Priorities and Factors Influencing Implementation*** report. The report focuses on the Statewide Family Engagement Centers (SFEC) program and provides insights into its implementation and alignment with federal priorities on family engagement. This appendix provides additional information to supplement the main report, with its content referenced throughout the report.

Appendix A presents the study design and analysis. Appendix B includes supporting and supplemental tables that provide additional information about the SFEC program and its implementation.

APPENDIX A: ADDITIONAL INFORMATION ABOUT THE STUDY DESIGN AND IMPLEMENTATION

Appendix A provides details about how the study was designed and carried out to address the study's objectives. This includes the study's research questions, data sources and timing of data collection, and key measures and analytic methods used.

A.1 Study research questions

This descriptive study investigated whether the ways SFEC grantees were carrying out their activities aligned with program priorities and explored the factors influencing that implementation alignment. The study was designed to answer the following specific research questions, also outlined in the report:

- 1. To what extent do SFEC grantee activities, topics, and state collaboration seem to reflect SFEC program objectives?**
- 2. Do SFEC grantees appear to focus on serving disadvantaged populations as the program requires?**
- 3. When deciding which activities to provide, what factors do SFEC grantees report as most important?**
- 4. What are the SFEC grantees' key challenges and related experiences in meeting the objectives of the grant?**

A.2 Data sources and collection

The data sources, collection methods, and timing were designed to address the research questions described above. However, because the study examines the beginnings of the SFEC program—its first round of grantees—the data collection was intended to be exploratory, low burden on SFEC grantees, and modestly scaled with the intention that more focused assessments of activities and their effectiveness might come later.

A.2.1. Data sources and samples

To inform the study, data were collected from a variety of sources, including surveys and interviews with SFEC directors and representatives from their partner SEAs as well as from data routinely reported to the Department by the SFEC grantees or all districts in the nation (Exhibit A.1).

Exhibit A.1. Overview of the types, respondents, timing, and uses of data for the SFEC study analyses

Data source	Respondent sample	Timing of data collection	Primary use in the study to estimate
SFEC director surveys (close-ended questions)	All 12 SFEC directors responded	May through August 2022	Allocation of funds to activities in fiscal year 2020-2021 and the first seven months of fiscal year 2021-2022.
SFEC director interviews (semistructured, with open-ended questions probing responses from surveys)	All 12 SFEC directors responded	June through August 2022	Types of activities and services provided and topics addressed, including illustrative examples, fiscal year 2020-2021 and the first seven months of fiscal year 2021-2022. Implementation challenges from October 2020 to the time of data collection.
SEA representative surveys (close-ended questions)	All 13 SEA representatives responded	June through August 2022	Alignment of SFEC grantees with states' priorities from October 2020 to the time of data collection.
SEA representative interviews (semistructured, with open-ended questions probing responses from surveys)	All 13 SEA representatives responded	July through September 2022	SFEC grantees' role in increasing the states' capacity from October 2020 to the time of data collection.
SFEC grantee applications and technical review forms	All 12 grantee applications and related 12 technical review forms	2018	Program priorities under which SFEC grantees applied.
Annual Performance Report (APR) submitted by grantees to the Department	12 APRs for each grantee, for 3 years	2018-2019, 2019-2020, 2020-2021	APRs had three purposes; the 2018-2019 and 2019-2020 APRs submitted by SFEC grantees were used to inform survey development. The 2020-2021 APRs were used to determine the districts that SFEC grantees reported working with during the 2020-2021 school year and, in turn, to estimate the degree to which grantees served families that were disadvantaged. The 2020-2021 APRs were also used to identify additional detail on SFEC activities that were described in interviews.
EDFacts and ED Data Download Tool		2020-2021 ¹	Demographic characteristics of districts served by SFEC grantees during 2020-2021 and, in turn, used to estimate the degree to which grantees served families that were disadvantaged.

¹ One variable, students with special needs, was not included in the 2020-2021 data. For that variable, the study used 2019-2020 data.

SFEC director surveys and interviews. The study administered a survey to and conducted follow-up interviews with 12 SFEC grantee project directors, one of which works with two states. The SFEC director survey asked about/included topics such as direct service and information and TA resource activities conducted by the SFEC grantees, challenges and related experiences in implementing the SFEC program, children and families they serve, and their partnership with the SEA. To develop the surveys, the study team reviewed SFEC grant applications and early annual performance reports (APRs) that SFEC grantees submitted to the Department to understand the competitive preference priorities under which SFEC grantees applied. The study also consulted with experts in the field of family engagement, including those providing information and TA resource activities to the SFEC grantees, to develop a list of specific activities, topics, and challenges to ask about in the surveys.

The SFEC director survey was administered through a paper survey instrument sent by mail to all directors. Once directors completed and submitted their survey, the study team conducted a 90-minute follow-up interview that asked them to elaborate on survey responses. Interviews with SFEC directors asked in-depth questions about why SFEC grantees implemented activities and services and their related experiences over the course of the grant. The interviews also generated examples of services or activities.

SEA representative surveys and interviews. The study team administered a survey to a representative from each of the 13 state education agencies that partnered with the SFEC grantees (11 SFEC grantees served one state, and one SFEC grantee served two states). The survey asked about the partnership and collaboration between the SEA and the SFEC, alignment and support of the SFEC on state family engagement priorities, and ways in which the SFEC increased SEA capacity.

The SEA respondent was identified through a final question in the SFEC director survey, which asked directors to identify the primary representative at the SEA that they worked with most closely. It should be noted that surveying a single state respondent may provide a limited perspective because SFEC grantees may work with a broad set of departments and staff within the SEA. Additionally, each SEA is structured differently, with some states having dedicated family engagement staff or specialist positions, while others have different roles and responsibilities related to family engagement. Position titles can differ, such as family and children community administrator or schoolwide and family engagement Title I program specialist, and positions can be located within varied offices, such as the Office of Early Childhood Services or the Equity and Opportunity Division.

The study team reached out to the representatives who were identified by the SFEC directors to complete a web-based survey and a 60-minute follow-up interview. Interviews with SEA representatives asked about the SFEC grantee's role in the state's capacity to implement family engagement strategies. These interviews were highly structured but included some open-ended questions.

SFEC grantee applications and technical review forms. The technical proposals that prospective SFEC grantees submit to the U.S. Department of Education are reviewed by a panel of external experts who comment and rate each proposal on a technical review form. SFEC grantee applications and technical review forms were reviewed to code the federal competitive preference priorities under which SFEC grantees applied and to understand how the SFEC grantee intended to address those priorities.

Annual performance reports (APR). All of the Department's SFEC grantees must submit an APR each year. From the 2018-2019 and 2019-2020 APRs, the study extracted information about the types of activities the SFEC grantees planned to conduct, which were then used to inform the survey questions. Information from the 2020-2021 APRs were used to determine districts SFEC grantees reported working with intensively during the 2020-2021 school year. The study also used the APRs for illustrative examples of how SFEC grantees implemented

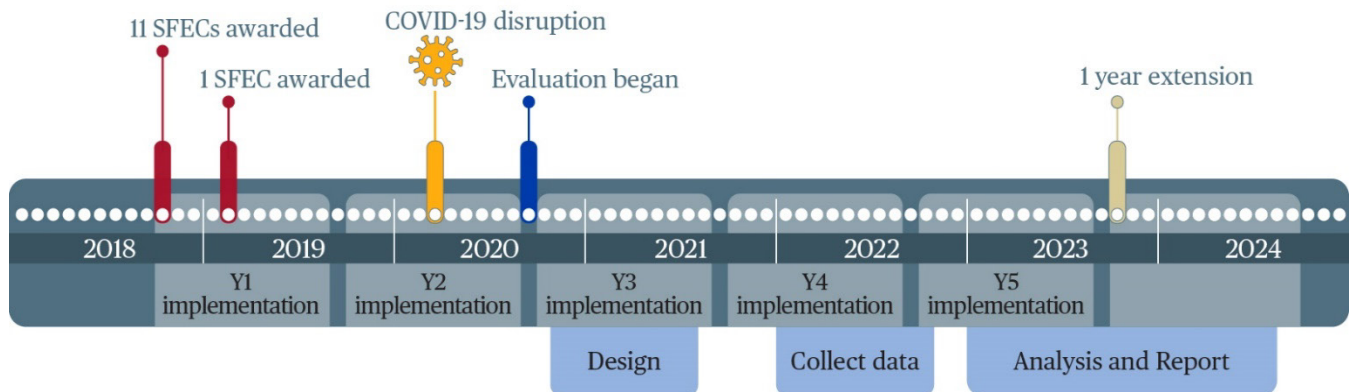
different services. Data about the districts each SFEC worked with came from a question in the SFEC APR that read, “*Below, please enter the following information for each of the school districts you are working with: District Name; [National Center for Education Statistics] ID.*” The instructions in the APR guide for completing that question read, “*In this section, you will report on the districts and schools that you are partnering with to implement your SFEC grant activities. This includes the districts and schools with whom you have your most intensive relationships, particularly ones that are part of your evaluation.*” The names and NCES ID numbers of these districts were used to create lists of districts that SFEC grantees reported working with intensively.

EDFacts. EDFacts is a U.S. Department of Education database that maintains information on pre-kindergarten through grade 12 education, including information on students, staff, services, and education outcomes at the state, district, and school levels. EDFacts data from the 2020-2021 school year were used because those were the most recently available data, and there was direct overlap with the time period for which the study examined the districts that SFEC grantees worked with. The study used EDFacts data to determine the demographic characteristics of the districts that SFEC grantees reported working with intensively, as well as the characteristics of students statewide in each of the states in which the SFEC grantees operated. The district and state characteristics included the number of total students, students in Title I schools, racial and ethnic composition of students, students with special needs, and students experiencing homelessness. One variable—students with special needs—was not included in the EDFacts 2020-2021 data; for that variable, the study used 2019-2020 EDFacts data. Information on students from one category of disadvantage—migrant families—was not available in seven of 13 states. Needed information on students in foster care was not available in any state.

A.2.2. Timing of study data collection

Following the award of grants in 2018 and 2019, the study began during the second year of SFEC grant implementation in late 2020, closely following the onset of the COVID-19 pandemic. Primary data collection took place in summer 2022, during the fourth year of implementation (Exhibit A.2). The SFEC director survey asked directors to reflect on activities conducted from October 2021 to the time of data collection in May 2022. A small subset of questions also asked SFEC directors to respond about their experiences in two specific time periods: the period between October 2020 through September 2021, representing the early stages in the pandemic, and the period between October 2021 and May 2022, signifying the initial stages of recovery from the pandemic.

Exhibit A.2. Timeline of SFEC program implementation and the study, 2018 through 2024



NOTES: The years shown in this exhibit refer to fiscal years rather than school years. For example, Year 3 implementation corresponds with fiscal year October 2020 through September 2021 and Year 4 implementation corresponds with fiscal year October 2021 through September 2022.

A.3 Key measures and analytic methods used for the report

Study measures were constructed from the surveys and other data to investigate key aspects of each research question. The descriptive analyses conducted by the study included tabulations to summarize information across the SFEC grantees, side-by-side frequencies and percentages to compare two sets of responses on similar items asked of both the SFEC grantees and SEA representatives, and comparative analyses to identify differences between the districts that SFEC grantees worked with and districts statewide. Data from interviews were reviewed and examples selected to illustrate types of SFEC grantee implementation, strategies, activities, and experiences.

A.3.1. Analyzing implementation and alignment with program priorities (research question 1)

Exhibit A.3. indicates the measures, data sources, data reference period, analytic construction, and analysis used to address research question 1.

Exhibit A.3. Analytic details for research question 1

Measure	Data source	Reference period	Analytic Construction	Analysis
Activities conducted by SFEC grantees and funding allocated to direct services or information and TA resource activities materials				
Number of SFEC grantees conducting specific activities	SFEC director survey	The last full fiscal year (October 2020 through September 2021 at the time of survey administration) and fiscal year at the time of survey administration (October 2021 through May 2022)	Each of six pre-defined information and TA resource activities and seven pre-defined direct service activities from the survey, as well as two options for SFEC directors to write in <i>other</i> , enabling respondents to provide activities not included in the pre-defined lists (Exhibit 4, Appendix B, Exhibits B.3 and B.4 for full set of activities).	Descriptive analysis. Frequencies of responses to each activity were calculated and summed to determine the number of SFEC grantees that reported conducting each activity (1) in fiscal year October 2020 through September 2021 and (2) in the first half of the 2022 fiscal year (October 2021 through May 2022).

Measure	Data source	Reference period	Analytic Construction	Analysis
Percentage funding allocated to direct services and information and TA resource activities	SFEC director survey SFEC director interview 2021 SFEC APRs Former PIRC grantee status from ED	The last full fiscal year (October 2020 through September 2021 at the time of survey administration) and fiscal year at the time of survey administration (October 2021 through May 2022)	<p>For each specific activity SFEC directors reported that their SFEC conducted, the survey asked SFEC directors to report the approximate percentage of funding spent on that activity for each of two time periods—the last full fiscal year (October 2020 through September 2021) and in their fiscal year (October 2021 through May 2022 at the time of survey administration). Each activity was then classified as a direct service or information and TA resource activity, based on the definitions described in the end notes of the report. In addition, information about which SFEC grantees were former PIRC grantees was provided by the Department.</p> <p>In follow-up interviews, SFEC directors were asked to elaborate on the specific activities their SFEC conducted for given topics or approaches selected in the survey, describing how they implemented activities that involved the topics selected.</p> <p>APR data were used to identify additional details and examples of activities that SFEC grantees were conducting.</p>	<p>Descriptive analysis.</p> <p>The average funding allocations for direct services and information and TA resource activities were calculated by whether the SFEC grantee had been a grantee in the precursor PIRC program for each fiscal year (Appendix B, Exhibit B.2). The frequencies were also calculated across both fiscal years (as shown in Exhibit 3; Appendix B, Exhibit B.2).</p> <p>To determine the share of grant funds allocated for direct service versus information and TA resource activities the study team designated each activity asked about in the surveys as either direct services or information and TA resource activities. Then the team separately summed the percentages of grant funding directors reported for activities in each of the two categories. The percentage spent by each grantee on the two categories was then averaged across all 12 grantees (by adding the sum of their percentages and dividing by 12), to estimate the shares spent by the first round of grantees overall. The percentages of funds that went to direct services versus information and TA resource activities were then also averaged across the two years reported, 2021 and 2022, to smooth out some of what might be more idiosyncratic spending in fiscal or school year 2021 at the height of the pandemic, although the emphasis of grant spending was roughly comparable in the two years.</p> <p>Illustrative examples of common direct service activities are provided in Exhibit 5.</p>

Measure	Data source	Reference period	Analytic Construction	Analysis
Activities SFEC grantees would prioritize, given limited funds	SFEC director survey SFEC director interview	The survey question asked respondents to answer in the present tense, thus the data reference period aligns with the survey and interview data collection period (May through August 2022)	This measure was the activities that SFEC grantees carried out between October 2020 and May 2022 that they would continue to value if funds more limited. To construct the measure, SFEC directors were asked to identify the three activities they would continue to fund if they were faced with a limited budget. The survey presented SFEC directors with the same list of 13 pre-defined direct services and information and TA resource activities as in the previous question discussed, including the two open-text response options. During follow-up interviews, SFEC directors were asked to discuss further and provide examples for their selected priorities.	Descriptive analysis. Frequencies were calculated of the number of SFEC grantees that selected each activity in its top three, and each activity was identified as a direct service or information and TA resource activity (Exhibit 4; Appendix B, Exhibit, B.5.)

Measure	Data source	Reference period	Analytic Construction	Analysis
Topics and approaches				
Number of SFEC grantees reporting topics and approaches of activities conducted	SFEC director survey SFEC director interview	October 2020 to the time of data collection (May through August 2022)	<p>The construct for this analysis as reported in the text was federal priorities and other topics and approaches that SFEC grantees addressed in any of their activities between October 2020 and May 2022. The SFEC program incentivized three specific topics and approaches—specifically, literacy, educational choice, services with evidence of promise—by awarding extra points to proposals that included planned activities aligned with these. The program also encouraged activities that were grounded in the family-school partnerships framework or what the 2018 grant application called <i>dual capacity building</i>. To construct the measure of the topics and approaches that were the focus of SFEC grantees’ activities, the SFEC director survey included a question that asked SFEC directors to identify the topics and approaches that were a focus of any activity, across all the activities conducted from October 2020 to the time of data collection. The list included 14 pre-defined topics or approaches and an open-text response to capture topics SFEC grantees were focusing on that were not listed. The pre-defined topics included the Department’s prioritized topics and approaches as well as additional topics and approaches that SFEC grantees reported in their APRs.</p>	<p>Descriptive analyses.</p> <p>Frequencies were calculated of the number of SFEC grantees that indicated they had activities that addressed the topic or approach (Exhibit 6; Appendix B, Exhibit B.7).</p> <p>Frequencies of the specific family- school partnership activities (Appendix B, Exhibit B.8) and services with evidence of promise (Appendix B, Exhibit B.9) were also calculated.</p> <p>Data from interviews were used solely to illustrate specific activities SFEC grantees were conducting in line with key topics. These examples were selected for illustrative purposes and are not representative of all responses. Examples from the interviews identifying the ways SFEC grantees implemented priority approaches and topics appear in Exhibit 7.</p>

Measure	Data source	Reference period	Analytic Construction	Analysis
Number of SFEC grantees reporting topics and approaches of activities conducted <i>(continued)</i>			<p>In follow-up interviews, SFEC directors were asked to elaborate on the specific activities their SFEC conducted for given topics or approaches selected in the survey, describing how they implemented activities that involved the topics selected. Before analyses, narrow subtopics and approaches were collapsed into broader topics, including the program priorities (Appendix B, Exhibit B.7).</p> <p>Separate survey questions asked SFEC directors whether their SFEC implemented a set of 12 specific family-school partnership activities and eight specific potentially promising activities. (There were no separate questions on literacy or educational choice.)</p>	

Measure	Data source	Reference period	Analytic Construction	Analysis
Collaboration of SFEC grantees with SEAs				
Alignment of SFEC grantee topics and approaches with SEA priorities for family engagement	SFEC director survey SEA representative survey	At the time of the survey and interview data collection (May through August 2022)	<p>The alignment between SFEC grantees and SEA priorities was determined by the extent to which there was congruence between topics and approaches conducted by the SFEC grantees and the family engagement priorities reported by SEAs.</p> <p>To examine whether SFEC grantee activities aligned with SEA priorities, the SEA representative survey asked SEA representatives to report their state's top five priorities related to family engagement at the time of data collection. The list of potential priorities included the topics and approaches that the SFEC program prioritized as well as topics and approaches that were suggested by substantive experts involved in or knowledgeable about state family engagement efforts; thus, the list was not the same list of topics and approaches provided to SFEC directors.</p> <p>Before analyses, narrow subtopics were collapsed into broader categories, including the program priorities—family literacy, educational choice, and services with evidence of promise (Appendix B, Exhibit B.10).</p>	<p>Descriptive analyses.</p> <p>Frequencies were calculated of the number of SEAs indicating that each topic or approach was among their top five priorities (Exhibit 6, Appendix B, Exhibit B.10). Frequencies were first calculated for the number of SFEC grantees that reported addressing each topic and approach across their full set of activities. Next, frequencies were calculated for the number of SEA representatives reporting each topic and approach as a priority (Exhibit 6; Appendix B, Exhibits B.7 and B.10).</p>

Measure	Data source	Reference period	Analytic Construction	Analysis
SEA perceived enhanced capacity for family engagement	SEA representative survey SEA representative interviews	At the time of the survey and interview data collection (May through August 2022)	The construct for this analysis as reported in the text was SEA representative reports of the areas in which SFEC grantees increased capacity and knowledge at the state level. The SEA survey asked SEA representatives to report whether, since the start of the grant, the SFEC had increased its state's capacity for family engagement in a list of six areas and in an open-response option. Additionally, in follow-up interviews, SEA representatives were asked to elaborate on ways that the SFEC grantee had supported its family engagement efforts.	Descriptive analysis. Frequencies of SEA representatives' reports of areas in which the SFEC increased the state's capacity were calculated for each response option in the survey (Exhibit 8; Appendix B, Exhibit B.11). The study extracted examples from the interviews of how SFEC grantees had supported the SEAs work in family engagement.
SEA perceived frequency of communication between SEA and SFEC grantee	SEA representative survey	At the time of the survey and interview data collection (May through August 2022)	The construct for this analysis as reported in the text was SEA representatives reports of the frequency of communication with SFEC grantees. The SEA representative survey asked how often someone from the SEA typically met or communicated with the SFEC grantee.	Descriptive analysis. Frequencies of SEA representatives' responses were calculated for each response option on the survey (Appendix B, Exhibit B.12).
SEA satisfaction with the partnership between the SFEC and state	SEA representative survey	At the time of data collection (May through August 2022)	The construct for this analysis as reported in the text was SEA representative satisfaction with the SFEC grantee partnership. SEA representatives were asked to indicate their level of satisfaction with the partnership between their SFEC grantee and the state education agency, using a four-point scale of very satisfied to very dissatisfied.	Descriptive analysis. Frequencies were calculated for each response option (Appendix B, Exhibit B.13).

A.3.2. Analyzing SFEC grantee’s work with disadvantaged populations (research question 2)

Exhibit A.4 indicates the measures, data sources, data reference period, analytic construction, and analysis used to address research question 2.

Exhibit A.4. Analytic details for research question 2

Measure	Data source	Data reference period	Analytic Construction	Analysis
Specific populations as intended recipients of activities				
Frequency of disadvantaged populations as intended recipients of activities	SFEC director survey SFEC director interview	October 2020 to the time of data collection (May through August 2022)	The construct for this analysis as reported in the text was SFEC grantee reports of activities that were intended for specific disadvantaged populations or schools serving a high number of these families. The SFEC program places strong emphasis on working with families from traditionally disadvantaged groups that may have been excluded from or declined to participate in family engagement activities in the past. To examine whether SFEC grantees were designing activities for these populations, the SFEC director survey asked SFEC directors to report on the characteristics of the families they intended for receipt of direct services. For each activity, an SFEC director marked as conducted those the SFEC grantee provided from October 2020 to the time of data collection; the survey then asked whom the activity was intended for and provided the director with a list of families with specific characteristics, such as those experiencing poverty or whose students attended schools in districts serving high numbers of disadvantaged students. In addition, in follow-up interviews, SFEC directors were asked how their SFEC sought to reach these disadvantaged populations.	Descriptive analysis. Frequencies of SFEC grantees focusing on any direct service for a particular disadvantaged group as an intended recipient were calculated (Exhibit 9; Appendix B, Exhibit B.15), along with frequencies for individual activities by intended recipient (Appendix B, Exhibit B.14). It is important to keep in mind that the study team did not attempt to corroborate whether families and districts actually received intended services, which was beyond the scope of this study. The study extracted from interview data some examples of efforts that SFEC grantees made to reach disadvantaged populations.

Data reference		period	Analytic Construction	Analysis
Measure	Data source			
Demographics of districts that SFEC grantees reported working with				
Average SFEC grantee district demographics compared to statewide averages	2021 SFEC APRs - EDFacts 2020-2021		<p>The construct for this analysis as reported in the text was the number of states in which the districts that SFEC grantees reported serving had proportions of students from disadvantaged households that were higher than, similar to, or lower than statewide averages. The SFEC program prioritizes supporting districts and schools with high numbers of disadvantaged students. SFEC grantees are required to report in their annual performance reports the full list of districts and schools they work with; lists of the districts were extracted for the study. Because states may vary greatly in their students’ demographic composition, the bar for a <i>high</i> number of disadvantaged students will also vary across SFEC grantees. To take this variation into account, the study investigated how the characteristics of districts that SFEC grantees reported working with compared to the characteristics of all students in the state using data obtained from the EDFacts database.</p> <p>This comparison provided a cross-SFEC metric to allow an assessment of whether the characteristics of populations that SFEC grantees reported working with were higher or lower than each state’s statewide percentage. This served as a measure of whether each SFEC grantee individually and all 2018 SFEC grantees as a whole served populations experiencing greater disadvantage than the state average, which the study used as a proxy for <i>high</i> numbers of disadvantaged students.</p>	<p>Descriptive analysis.</p> <p>To determine whether a single SFEC grantee reported serving districts with a percentage of a particular demographic that was greater or less than its state percentage of that demographic, the study used <i>relative difference</i> calculated through a series of steps: (1) the average percentage (unweighted) among districts the SFEC grantee reported working with was calculated; (2) the statewide percentage was subtracted from the SFEC grantee average; (3) the difference was divided by the statewide average to calculate the percent relative difference:</p> $\frac{SFEC\ district\ percentage - statewide\ percentage}{statewide\ percentage} \times 100\%$ <p>To understand whether SFEC grantees were serving high concentrations of communities who were disadvantaged, the study first calculated the percent of students enrolled in each district that SFEC grantees worked with who were in one of the demographic groups that the Department defined as disadvantaged. Then these individual district percentages were averaged across all districts each SFEC grantee worked with intensively. These SFEC grantee averages were compared to the averages for each partner state; if the SFEC grantee average for a specific student group was at least 20 percentage points higher than the state average, then the SFEC grantee was considered to be serving a high concentration of students in that disadvantaged group. More detailed information on this analysis is described in the text below this table.¹</p>

Data reference				
Measure	Data source	period	Analytic Construction	Analysis
Statewide reach of the SFEC grantees				
Percentage of districts statewide that SFEC grantees reported working with	2021 SFEC APRs EDFacts 2020 through 2021		The construct for this analysis as reported in the text was the percentage of districts in the state to which an SFEC grantee provided direct services. SFEC grants are awarded to statewide organizations and are intended to operate statewide. Thus, the study investigated the extent to which SFEC grantees provide services to districts within their state. Estimating the reach of an SFEC grantee may be approximated by understanding the local education agencies with which the SFEC grantee worked directly.	Descriptive analysis. The percentage of districts in the state that an SFEC grantee worked with was calculated as the number of districts that an SFEC grantee listed in its APR divided by the total number of districts in the state, using data from EDFacts. Alternative estimates of reach were calculated as the percentage of Title I schools in the state that were listed by SFEC grantees in their APRs and the percentage of students statewide that were educated in the districts that the SFEC grantees listed in their APRs (Exhibit 11; Appendix B, Exhibit B.18).

¹ Additional details on the calculation of the average SFEC grantee district demographics compared to statewide averages. The study used 20 percentage relative difference (PRD) as a threshold. Therefore, if the difference was more than 20 percent, the SFEC grantee was classified as serving a higher percentage than the statewide average; if the difference was between 20, and -20 percent, the SFEC grantee was classified as serving a similar percentage as the statewide percentage; if the difference was less than -20 percent, the SFEC grantee was classified as serving a lower percentage than the statewide percentage. There is no universal cutoff for PRD. Rather, the study used the 20-percentage point difference based on a non-response bias analysis (conducted by Mathematica under Contract #EDIESI7C0069), which used EDFacts and Common Core of Data (CCD); the analysis found that statistically significant raw differences in characteristics between a sample and population were reflected in relative percentage differences that were greater than 20 percent. For each characteristic, the number of SFEC grantees that fell into the higher, similar, and lower ranges was tabulated. The number of SFEC grantees with a relative percentage difference that was greater than 20 percent (higher), between 20 and -20 percent (similar), and less than -20 percent (lower) are presented (Exhibit 10; Appendix B, Exhibit B.16). For example, if the SFEC districts on average were composed of 11.4 percent of students who are English language learners and the state average was 6.6 percent, the difference would be 4.8 percentage points higher for the SFEC districts, and, divided by the statewide average, the PRD would be 72.7 percent. Thus, the SFEC would be classified as having a higher percentage of English language learners than the statewide average. In addition, unweighted averages were calculated across SFEC grantees for each characteristic by averaging the SFEC average for the 12 SFEC grantees (Exhibit 10, Appendix B, Exhibit B.17). As noted, needed information to make these calculations for students from migrant families was not available for some states, and needed information for students in foster care in any state was not available. In addition, this approach does not take into account differences in reporting across SFEC grantees and differences in the intensity of activities across districts. Finally, this approach does not address the potential reach of the SFEC grantees' information and TA resource activities efforts, such as information or resources broadly available via SFEC websites, as access to these was not systematically documented by SFEC grantees or reported to the Department.

A.3.3. Analyzing factors contributing to decisions about whom or how to serve (research question 3)

Exhibit A.5. indicates the measures, data sources, data reference period, analytic construction, and analysis used to address research question 3.

Exhibit A.5. Analytic details for research question 3

Measure	Data source	Data reference period	Analytic Construction	Analysis
Sources of SFEC grantee input on decision making about activities and services offered¹				
Frequency of SFEC grantees reporting factors as important in decision making	SFEC director survey SFEC director interview	The last full fiscal year (October 2020 through September 2021 at the time of survey administration) and the fiscal year at the time of data collection (October 2021 through May 2022)	The construct for this analysis as reported in the text was factors influencing SFEC decision making, most frequently rated most to least important by SFEC directors. The survey asked SFEC directors to rate nine pre-defined factors as very important, important, or not important when making decisions about the activities and services their SFEC would provide. Additionally, an open-text option allowed SFEC directors to write in other factors not listed in the pre-defined options if applicable. The SFEC directors were then asked to indicate their single most important factor for decision making from among the pre-defined list as well as from any other factors they provided in the open-text response. During the SFEC director interviews, directors further elaborated on the factor they had reported as the most important in the survey.	Descriptive analysis. Frequencies were calculated of the level of importance rated by the SFEC directors for each of the pre-defined factors. For each factor, the total number of SFEC grantees reporting that factor as most important, very important, important, or not important were summed. Then, frequencies were calculated on the number of SFEC directors that had selected each factor as the most important. Data from follow-up interviews about the most important factor reported in the survey were reviewed. Examples described by the SFEC directors were used to enrich the survey data by illustrating the variety of ways that SFEC grantees engaged their sources in decision making.

¹ It was important to understand how SFEC grantees balanced and prioritized the various potential influences of their work. Thus, the study collected information on the factors used by SFEC grantees when deciding about the activities and services to provide (Exhibit 12; Appendix B, Exhibit B.19 for the full list of factors).

A.3.4. Analyzing challenges and related experiences (research question 4)

Exhibit A.6. indicates the measures, data sources, reference period, analytic construction, and analysis used to address research question 4.

Exhibit A.6. Analytic details for research question 4

Measure	Data source	Reference period	Analytic Construction	Analysis
Challenges encountered in implementing activities				
Frequency of SFEC director reports that activities were challenging	SFEC director survey SFEC director interview	October 2020 to the time of data collection (May through August 2022)	The construct for this analysis as reported in the text was the direct services or information and TA resource activities that SFEC grantees found challenging. To learn about the direct services and information and TA resource activities that the SFEC grantees found challenging to implement, SFEC directors were asked on the survey to indicate, for each of the direct services and information and TA resource activities that they had reported conducting in the previous survey question (discussed under research question 1), the extent to which providing each activity was very challenging, moderately challenging, or not challenging. SFEC grantee reports that the activity was either very challenging or moderately challenging were combined into a new category of <i>challenging</i> . Frequencies were calculated and summed across SFEC grantees for each of the response options for each activity. Thus, for each activity, the total number of SFEC grantees reporting that the activity was either very or moderately challenging was reported as challenging (Exhibit 13; Appendix B, Exhibit B.20).	Descriptive analysis. The activities were identified as direct services or information and TA resource activities according to the definitions specified above. To determine whether direct services or information and TA resource activities more often posed implementation challenges, all activities for which at least half of SFEC grantees reported a challenge were listed and totaled.

Measure	Data source	Reference period	Analytic Construction	Analysis
SFEC director reports of implementation challenges	SFEC director survey SFEC director interview	October 2020 to the time of data collection (May through August 2022)	The construct for this analysis as reported in the text was the top challenges that SFEC grantees experienced while providing direct services and information and TA resource activities. The survey asked SFEC directors to write in their top three challenges in providing direct services and their top three challenges in providing information and TA resource activities, generating open-text responses. Because this question was open-ended unlike the other questions in the survey, the responses were coded to identify recurring themes. For instance, responses that referred to the pandemic, quarantine, or COVID were coded under the theme <i>COVID-19 pandemic</i> (Exhibit 14; Appendix B, Exhibit B.21). In cases where responses mentioned several challenges, they were not coded separately for all potential themes; instead, they were coded under one theme. Thus, responses were not double-coded under multiple categories. For example, responses that referenced <i>staffing challenges due to the pandemic</i> were coded under the theme <i>COVID-19 pandemic</i> .	Descriptive analysis. Following coding of the survey textual data, the number of SFEC grantees were quantified by summing the total number of SFEC grantees coded for each of the emergent themes, as described in the previous column.

Measure	Data source	Reference period	Analytic Construction	Analysis
Strategies employed to address challenges				
SFEC director reports of strategies employed to address challenges faced in providing direct services and information and TA resource activities	SFEC director survey SFEC director interview	October 2020 to the time of data collection (May through August 2022)	The construct for this analysis as reported in the text was strategies that the SFEC grantees used and planned to continue using post-pandemic. Understanding how SFEC grantees addressed challenges is important in providing insights into strategies that can be developed to better support SFEC grantees and ensure effective program execution. These strategies may also inform future program development. To learn about the strategies that SFEC grantees used since March 2020 to provide both direct services and information and TA resource activities, the survey included a pre-defined list of six strategies. Directors were also given an open-text option to write in any other strategies they employed that were not on the pre-defined list. The list of strategies was developed by the project team during the survey design period. SFEC directors were asked to select all the strategies that they employed, as applicable, to address the challenges they had faced. Then, for each strategy selected, they were asked to indicate whether they planned to continue using it in the future. During the follow-up interviews, the SFEC directors were asked to elaborate on the strategies they selected in the survey.	Descriptive analysis. Frequencies were calculated for each of the selected strategies reported by SFEC grantees and then summed across all the SFEC grantees. Frequencies were then calculated and summed for each strategy that SFEC grantees indicated they intended to continue using in the future (Appendix B, Exhibit B.22).

Measure	Data source	Reference period	Analytic Construction	Analysis
Challenges and related experiences in SFEC grantee and SEA collaboration				
SFEC directors' and SEA representatives' reports of challenges in the partnership between the SFEC grantees and the SEA	SFEC director survey SFEC director interview SEA representative survey SEA representative interview	October 2020 to the time of data collection (May through September 2022)	The construct for this analysis as reported in the text was both the SFEC director and SEA representative reports of challenges to collaboration. The SFEC program's requirement for collaboration between the SFEC grantees and SEAs is central to the program's objectives of enhancing family engagement and building SEA capacity. Thus, both the SFEC grantees and SEAs were asked about challenges in their partnership. SFEC directors and SEA representatives were surveyed separately about the challenges they encountered in their collaboration with each other. Each survey included a list of eight pre-defined issues, and the respondents were asked to indicate whether each issue was largely, somewhat, or not at all challenging in their collaboration. Across the two surveys, five of the pre-defined issues were the same, including <i>time required to collaborate</i> , <i>communication</i> , <i>support or engagement from the SEA</i> , <i>SEA staffing capacity</i> , and <i>aligned focus on populations to serve</i> . The SEA representative survey had three unique categories: <i>SFEC staffing capacity</i> , <i>SFEC staff knowledge and skills capacity</i> , and <i>cooperation from SFEC staff</i> . The SFEC director survey also listed three unique issues: <i>policy shifts or SEA changing priorities</i> , <i>staff turnover</i> , and <i>constraints from laws and regulations</i> . Both surveys also provided an open-text response option to capture challenges not included in the pre-defined lists. In the interviews, both the SFEC directors and the SEA representatives were asked to provide additional information about their selected challenges. For the analysis, responses from each survey were analyzed by combining very challenging and somewhat challenging into a new category of <i>challenging</i> .	Descriptive analysis. To determine the most common challenges for both SEA representatives and SFEC grantees, we summed the responses for each issue and then compared them by using side-by-side frequencies (Appendix B, Exhibits B.23 and B.24). To gain a deeper understanding of the reported challenges, interview data were reviewed. Examples from the interviews were used to understand further the challenges reported in the surveys and to highlight commonalities and differences between the two entities.

APPENDIX B: SUPPORTING TABLES AND SUPPLEMENTAL INFORMATION

Appendix B includes tables supporting findings presented in the report as well as supplemental information from the study's data collection that may be of interest to readers. This detail is organized according to the key areas of findings in the report:

1. Implementation of program priorities
2. Work with populations that were disadvantaged
3. Factors contributing to SFEC grantee decisions
4. Challenges

B.1 Implementation of program priorities

Exhibit B.1. SFEC grantee funding allocated to direct services and information and TA resource activities averaged across October 2020 through May 2022

SFEC grantee	Average direct services percentage (Oct 20 through May 22)	Average information and TA resource percentage (Oct 20 through May 22)	Average direct services percentage for educators (Oct 20 through May 22)	Average direct services percentage of families (Oct 20 through May 22)	Direct services percentage FY 2021 (Oct 20 through Sept 21)	Information and TA resource percentage FY 2021 (Oct 20 through Sept 21)	Direct services percentage FY 2022 (Oct 21 through May 22)	Information and TA resource percentage FY 2022 (Oct 21 through May 22)
A	49.00	51.00	35.00	14.00	49.00	51.00	49.00	51.00
B	69.35	30.65	37.70	31.65	69.00	31.00	69.70	30.30
C	74.50	25.50	45.50	29.00	75.00	25.00	74.00	26.00
D	55.00	45.00	27.50	27.50	55.00	45.00	55.00	45.00
E	58.97	41.03	38.84	20.14	64.68	35.32	53.26	46.74
F	60.00	40.00	15.00	45.00	60.00	40.00	60.00	40.00
G	69.00	31.00	39.50	29.50	75.00	25.00	63.00	37.00
H	73.00	27.00	15.00	58.00	73.00	27.00	73.00	27.00
I	72.41	27.59	48.55	23.86	72.83	27.17	72.00	28.00
J	75.00	25.00	42.75	32.25	75.00	25.00	75.00	25.00
K	83.95	16.05	29.07	54.88	77.69	22.31	90.21	9.79
L	76.00	24.00	35.00	41.00	80.00	20.00	72.00	28.00
Average	69.02	30.98	35.12	33.90	69.85	30.15	68.18	31.82
Min	55.00	16.05	15.00	14.00	55.00	20.00	53.26	9.79
Max	83.95	45.00	48.55	58.00	80.00	45.00	90.21	46.74

NOTES: Analysis based on responses from 12 SFEC directors. Percentages are the share of SFEC program funds that each SFEC grantee spent on direct services and information and TA resource activities on average, shown for the combined fiscal years 2021 and the first half of fiscal year 2022 (October 2020 through May 2022) and separately for fiscal year 2021 (October 2020 through September 2021) and the first half of fiscal year 2022 (October 2021 through May 2022). SFEC directors reported the percentages of SFEC grant funding spent on each activity, and the study team summed percentages spent on direct services and information and TA resource activities separately for each SFEC grantee. The percentages spent on direct services and information and TA resource activities are shown for each SFEC grantee to illustrate the range of funding allocations. The average for the share of funds spent on direct services is the average across both direct services to educators and direct services to families. The study team characterized direct services by the intended recipient based on the recipient stated in the survey. The split of the

share of direct services to educators and families is tentative, based on the available data. SFEC grantee names are suppressed for confidentiality; SFEC grantees are not presented in the same order as in Exhibit 2 in the report. Not all responses summed to 100 percent. If reported percentages for direct services and information and TA resource activities did not sum to within one percentage point of 100 percent for a fiscal year, the study team proportionally rescaled the respective percentages to sum to 100 percent.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.2. SFEC grantee funding allocated to direct services and information and TA resource activities averaged across October 2020 through May 2022, by former PIRC grantee status

SFEC grantee	Average direct services percentage (Oct 20 through May 22)	Average information and TA resource percentage (Oct 20 through May 22)	Average direct services percentage for educators (Oct 20 through May 22)	Average direct services percentage of families (Oct 20 through May 22)	Direct services percentage FY 2021 (Oct 20 through Sept 21)	Information and TA resource percentage FY 2021 (Oct 20 through Sept 21)	Direct services percentage FY 2022 (Oct 21 through May 22)	Information and TA resource percentage FY 2022 (Oct 21 through May 22)
Former PIRC grantees								
C	74.50	25.50	45.50	29.00	75.00	25.00	74.00	26.00
E	58.97	41.03	38.84	20.14	64.68	35.32	53.26	46.74
F	60.00	40.00	15.00	45.00	60.00	40.00	60.00	40.00
H	73.00	27.00	15.00	58.00	73.00	27.00	73.00	27.00
Average	66.62	33.38	28.59	38.04	68.17	31.83	65.07	34.94
Min	58.97	25.50	15.00	20.14	60.00	25.00	53.26	26.00
Max	74.50	41.03	45.50	58.00	75.00	40.00	74.00	46.74
All other SFEC Grantees								
A	49.00	51.00	35.00	14.00	49.00	51.00	49.00	51.00
B	69.35	30.65	37.70	31.65	69.00	31.00	69.70	30.30
D	55.00	45.00	27.50	27.50	55.00	45.00	55.00	45.00
G	69.00	31.00	39.50	29.50	75.00	25.00	63.00	37.00
I	72.41	27.59	48.55	23.86	72.83	27.17	72.00	28.00
J	75.00	25.00	42.75	32.25	75.00	25.00	75.00	25.00
K	83.95	16.05	29.07	54.88	77.69	22.31	90.21	9.79
L	76.00	24.00	35.00	41.00	80.00	20.00	72.00	28.00
A	61.00	39.00	47.00	14.00	61.00	39.00	61.00	39.00
Average	69.19	30.81	39.34	29.85	69.61	30.39	68.77	31.23
Min	55.00	16.05	27.50	14.00	55.00	20.00	55.00	9.79
Max	83.95	45.00	48.55	54.88	80.00	45.00	90.21	45.00

NOTES: Analysis based on responses from 12 SFEC directors. This exhibit presents the reported funding allocation to direct services or information and TA resource activities for SFEC grantees that were also former PIRC grantees and those that were not. Percentages are the share of SFEC program funds that each SFEC grantee that was a former PIRC grantee spent on

direct services and information and TA resource activities on average, shown for the combined fiscal years 2021 and the first half of fiscal year 2022 (October 2020 through May 2022) and separately for fiscal year 2021 (October 2020 through September 2021) and the first half of fiscal year 2022 (October 2021 through May 2022). SFEC directors reported the percentage of SFEC funding spent on each activity, and the study team subsequently summed percentages spent on direct services and information and TA resource activities. The percentages spent on direct services and information and TA resource activities are shown for each SFEC grantee to illustrate the range of funding allocations. The average for the share of funds spent on direct services is the average across both direct services to educators and direct services to families. The study team characterized direct services by the intended recipient based on the recipient stated in the survey. The split of the share of direct services to educators and families is tentative, based on the available data. SFEC grantee names are suppressed for confidentiality; SFEC grantees are not presented in the same order as in Exhibit 2 in the report. Not all responses summed to 100 percent. If reported percentages for direct services and information and TA resource activities did not sum to within one percentage point of 100 percent for a fiscal year, the study team proportionally rescaled the respective percentages to sum to 100 percent.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.3. Direct service activities that SFEC grantees carried out between October 2020 and May 2022

Direct service	Number of SFEC grantees reporting the activity in FY 2021 between Oct 2020 and Sept 2021	Number of SFEC grantees reporting the activity in FY 2022 between Oct 2021 and May 2022	Number of SFEC grantees reporting the activity in either period
Conducting training for families to encourage family leadership in advocating for children or understanding the school or district system (for example, family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees)	12	12	12
Conducting school or district personnel topic-specific training (for example, in assisting with family literacy, family math, family involvement in student course choice/placement) in person or virtually	11	11	11
Conducting training for schools or districts to encourage family shared/participatory leadership (for example, advocating for children or understanding the school or district system, encouraging shared/participatory leadership)	11	11	11
Providing services to families to support parent well-being (for example, adult education services, financial education training, parenting classes, peer/parent-to-parent support)	11	11	11
Communicating with parents about education matters (for example, providing telephone or texting for parents' questions, an ombudsman to handle complaints, a telephone list for robocalls to parents)	10	10	10
Providing services to SEAs (for example, recruiting and convening advisory committees, performing statewide needs assessments, helping develop statewide family engagement frameworks, funding a state coordinator position, performing research on family engagement in the state)	10	10	10
Delivering in-person services to individual families to enhance student achievement	10	9	10
Conducting other direct support for families, schools, or districts not captured elsewhere	8	8	8

NOTES: Analysis based on responses from 12 SFEC directors. SFEC directors reported direct service activities they conducted for each of two fiscal years (2021 and the first half of 2022). SFEC directors could select more than one response. *Conducting other trainings for families,*

schools, or districts not captured elsewhere reported by SFEC directors included home visiting training (1 SFEC grantee), supports for cultural responsiveness to families (1 SFEC grantee), workshops for mental health and technology (1 SFEC grantee), GED and workforce development (1 SFEC grantee), and in-service teacher professional development (1 SFEC grantee). Three additional SFEC grantees selected other trainings but did not specify the nature of those supports. The report shows only the number of SFEC grantees reporting the activity in at least one year, which is reflected in the last column. These data are shown in Exhibits 4 and 13 of the main report, which shows the number of SFEC grantees that conducted activities and those that would prioritize each activity.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.4. Information and TA resource activities that SFEC grantees carried out between October 2020 and May 2022

Information and TA resource activities	Number of SFEC grantees reporting the activity in FY 2021 (Oct 20 through Sept 21)	Number of SFEC grantees reporting the activity in FY 2022 (Oct 21 through May 22)	Number of SFEC grantees reporting the activity in at least one year
Conducting in-person or virtual statewide or regional webinars, conferences, workshops, seminars, symposia, institutes, or forums	12	12	12
Developing electronic or hard-copy fact sheets and other materials (for example, parent guides, instructional packets, strategies and tips for parents)	12	12	12
Providing broadly available information (through website or Facebook page, email listservs/distribution lists, newsletters)	12	12	12
Providing the infrastructure to support greater collaboration on family engagement topics across a state (for example, statewide support to develop family engagement frameworks and policies)	11	11	11
Constructing and fielding surveys for families to provide data to SEAs, LEAs, and schools	10	10	10
Creating data dashboards and tools for schools and districts to use	8	7	8
Other technical assistance support	5	5	5

NOTES: Analysis based on responses from 12 SFEC directors. SFEC directors selected information and TA resource activities that they conducted in each of two fiscal years (2021 and the first half of 2022). SFEC directors could select more than one response. *Other technical assistance support* reported by SFEC directors included participation in task force meetings (1 SFEC grantee), committee meetings (1 SFEC grantee), consultations with Head Start staff (1 SFEC grantee), developing a list of core competencies of family engagement (1 SFEC), and working with partners on sustainability efforts. The report shows only the number of SFEC grantees reporting the activity in at least one year, which is reflected in the last column. These data are shown in Exhibits 4 and 13 of the main report, which shows the number of SFEC grantees that conducted activities and those that would prioritize each activity. The columns in this table showing data for FY 2021 and the first half of FY 2022 are supplemental.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.5. Direct services and information TA and resource activities that SFEC grantees would continue funding given a limited budget

Direct services or information TA and resource activity	Type of activity	Number of SFEC grantees ranking activity with top importance
Conducting training for families to encourage family leadership in advocating for children or understanding the school or district system (for example, family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees)	Direct service	6
Conducting school or district personnel topic-specific training (for example, in assisting with family literacy, family math, family involvement in student course choice/placement) in person or virtually	Direct service	5
Conducting training for schools or districts to encourage family shared/participatory leadership (for example, advocating for children or understanding the school or district system, encouraging shared/participatory leadership)	Direct service	5
Providing the infrastructure to support greater collaboration on family engagement topics across a state (for example, statewide support to develop family engagement frameworks and policies)	Information TA and resource activities	4
Providing broadly available information (through website or Facebook page, email listservs/distribution lists, newsletters)	Information TA and resource activities	4
Providing services to SEAs (for example, recruiting and convening advisory committees, performing statewide needs assessments, helping develop statewide family engagement frameworks, funding a state coordinator position, performing research on family engagement in the state)	Direct service	3
Providing services to families to support parent well-being (for example, adult education services, financial education training, parenting classes, peer/parent-to-parent support)	Direct service	2
Delivering in-person services to individual families to enhance student achievement	Direct service	2

Direct services or information TA and resource activity	Type of activity	Number of SFEC grantees ranking activity with top importance
Communicating with parents about education matters (for example, providing telephone or texting for parents' questions, an ombudsman to handle complaints, a telephone list for robocalls to parents)	Direct service	1
Conducting in-person or virtual statewide or regional webinars, conferences, workshops, seminars, symposia, institutes, or forums	Information TA and resource activities	1
Conducting other training for families, schools, or districts not captured elsewhere	Direct service	1
Creating data dashboards and tools for schools and districts to use	Information TA and resource activities	1
Other technical assistance activity	Information TA and resource activities	1
Constructing and fielding surveys for families to provide data to SEAs, LEAs, and schools	Information TA and resource activities	0
Developing electronic or hard-copy fact sheets and other materials (for example, parent guides, instructional packets, strategies and tips for parents)	Information TA and resource activities	0

NOTES: Analysis based on responses from 12 SFEC directors. From a list of all direct services and information and TA resource activities, each SFEC director was asked to select the three direct services or information and TA resource activities they would continue funding given a limited budget, as of 2022. *Other technical assistance activities* reported by SFEC directors included long-term monitoring of educators to build their capacity to engage families.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.6. Specific grade levels targeted by SFEC grantees with their direct service activities between October 2020 and May 2022

Direct services	Number of SFEC grantees targeting preschool grades	Number of SFEC grantees targeting elementary school grades	Number of SFEC grantees targeting middle school grades	Number of SFEC grantees targeting high school grades	Number of SFEC grantees targeting postsecondary grades
Literacy (e.g., family literacy approaches, financial literacy) <i>Delivering a range of literacy supports</i>	8	9	6	4	1
STEM (science, technology, engineering, and mathematics)	2	4	4	2	0
Educational choice (related to opportunities to choose where and how a student is educated) <i>Sharing information about educational choice</i>	6	8	8	7	1
Course placement and academic tracking (e.g., math or reading placement) <i>Sharing information about educational choice</i>	2	2	1	1	0
Dual capacity building (an approach for family-school partnerships that emphasizes mutually respectful relationships among schools, families, and communities, where these groups collaborate intentionally to support family engagement) <i>Fostering family-school partnerships</i>	9	12	11	9	1
Social-emotional learning/Social-emotional development <i>Providing families with support for social-emotional learning</i>	9	12	11	8	2
Family-school communication and engagement around academic achievement <i>Fostering family-school partnerships</i>	8	1	9	8	1
College and career readiness <i>Conducting events to support college and career readiness</i>	0	3	4	6	0
Supporting parents' decisions about school choice (e.g., providing information on choosing and applying to schools across a district, on Facebook pages, other strategies) <i>Sharing information about educational choice</i>	4	8	6	6	1

Direct services	Number of SFEC grantees targeting preschool grades	Number of SFEC grantees targeting elementary school grades	Number of SFEC grantees targeting middle school grades	Number of SFEC grantees targeting high school grades	Number of SFEC grantees targeting postsecondary grades
Training parents and community members to understand school report cards <i>Sharing information about educational choice</i>	3	9	7	7	0
Helping parents understand state academic standards <i>Sharing information about educational choice</i>	3	6	3	3	0
Supporting parents in understanding student course placement and academic tracking in math and literacy classes <i>Sharing information about educational choice</i>	3	4	2	2	0
Conducting events to help identify career and postsecondary options (e.g., college and postsecondary education career fairs) <i>Conducting events to support college and career readiness</i>	0	3	3	1	1
Providing supports for families of disadvantaged students, such as help understanding individualized learning or development plans (IEPs or IDPs) <i>Providing IEP and IDP support to families</i>	6	8	8	8	2
Number of unique SFEC grantees focused on grade level within any direct service activity above	11	12	11	11	4

NOTES: Analysis based on responses from 12 SFEC directors. SFEC directors selected the grade level(s) that would have been targeted by each direct service activity they conducted between October 2020 and May 2022; SFEC directors could select more than one grade level. Conducting other topics not captured elsewhere reported by SFEC directors included digital literacy, on-line courses, and podcasts.

IEP = Individualized education program.

IDP = Individual development plan.

STEM = science, technology, engineering, and mathematics.

Topics and approaches on the survey are included in the first column in bold. Under each topic and approach listed on the survey, the topics were recoded into a broader category, which is indicated in italics.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.7. Reported number of SFEC grantees addressing approaches and topics between October 2020 and May 2022

Approaches and topics as presented in Exhibit 6 in the main report	Approaches and topics as presented in the survey	Number of SFEC grantees addressing each approach or topic
Fostering family-school partnerships	<i>Dual capacity building (an approach for family-school partnerships that emphasizes mutually respectful relationships among schools, families, and communities, where these groups collaborate intentionally to support family engagement)</i>	12
	<i>Family-school communication and engagement around academic achievement</i>	12
	Total independent number of SFEC grantees for this topic	12
Providing families with support for social-emotional learning	Social-emotional learning/social-emotional development	12
Promoting the use of services with evidence of promise	Evidence-based direct services	11
Delivering a range of literacy supports	Literacy (e.g., family literacy approaches, financial literacy)	11
Sharing information about educational choice	<i>Educational choice (related to opportunities to choose where and how a student is educated)</i>	10
	<i>Training parents and community members to understand school report cards</i>	9
	<i>Supporting parents' decisions about school choice (e.g., providing information on choosing and applying to schools across a district, on Facebook pages, other strategies)</i>	8
	<i>Supporting parents in understanding student course placement and academic tracking in math and literacy classes</i>	5
	<i>Course placement and academic tracking (e.g., math or reading placement)</i>	3
	Total independent number of SFEC grantees for this topic	11
Providing IEP and IDP support to families	Providing supports for families of disadvantaged students, such as help understanding individualized learning or development plans (IEPs or IDPs)	8

Approaches and topics as presented in Exhibit 6 in the main report	Approaches and topics as presented in the survey	Number of SFEC grantees addressing each approach or topic
Conducting events to support college and career readiness	<i>College and career readiness</i>	6
	<i>Conducting events to help identify career and postsecondary options (e.g., college and postsecondary education career fairs)</i>	3
	Total independent number of SFEC grantees for this topic	7
Helping parents understand state academic standards	Helping parents understand state academic standards	6
Providing support for engagement in STEM	STEM (science, technology, engineering, and mathematics)	4
Other topics	Remote and hybrid instruction and access	2

NOTES: Analysis based on responses from 12 SFEC directors. SFEC directors indicated whether each topic or approach was addressed by any activity conducted by their SFEC between October 2020 and May 2022. SFEC directors could select more than one response. SFECs were presented with a list of topics that the study team later recoded to collapse similar topics. The first column (approaches and topics as presented in Exhibit 6 of the main report) indicates how similar topics were combined for the main report. The second column (approaches and topics as presented in the survey) is the exact topic as stated in the survey. The last column (number of SFEC grantees addressing each topic or approach) reflects the number of independent responses across SFEC grantees. Where multiple survey responses were grouped to reflect the same topic, the table shows the independent number of SFEC grantees that had an activity focus on each topic. Other topics reported by SFEC directors included digital literacy and information about online courses, books, and podcasts.

IEP = Individualized education program.

IDP = Individual development plan.

STEM = science, technology, engineering, and mathematics.

The detail below documents the recoded approaches and topics:

The topic *fostering family-school partnerships* combines *dual capacity building* and *family-school communication and engagement around academic achievement*.

The topic *sharing information about educational choice* combines *Educational choice (related to opportunities to choose where and how a student is educated)*; *Training parents and community members to understand school report cards*; *Supporting parents' decisions about school choice (for example, providing information on choosing and applying to schools across a district, on Facebook pages, other strategies)*; *Supporting parents in understanding student course placement and academic tracking in math and literacy classes*; and *Course placement and academic tracking (e.g., math or reading placement)*

The topic *conducting events to support college and career readiness* combines *college and career readiness* and *conducting events to help identify career and postsecondary options (for example, college and postsecondary education career fairs)*.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.8. Family-school partnership activities that SFEC grantees implemented as of 2022

Family-school partnership activity	Number of SFEC grantees
Holding conferences, trainings, or professional development about family engagement for districts and schools	12
Hosting webinars, conferences, or other events for parents to support the use of technology	11
Implementing models to support stronger family-school communication	11
Providing support for parent-teacher conferences	11
Forming collaborations with community-based organizations to support sustained family-school partnerships	10
Hosting advisory committee meetings	10
Supporting increased information communication (text messages, emails, phone calls, use of apps)	10
Creating spaces like Facebook groups or weekly online support meetings, panel meetings, or focus groups to support families and provide information	9
Creating parent leadership institutes to equip parents with information about becoming a part of organizations such as parent-teacher associations and school boards	8
Conducting home visits	6
Other dual capacity-building activities	4
Forming academic parent-teacher teams	3

NOTES: Analysis based on responses from 12 SFEC directors. SFEC directors indicated if they conducted each specific family-school partnership activity as of 2022. SFEC directors could select more than one response. Other dual capacity-building activities reported by SFEC directors included developing a training series for pre-service teachers, creating online courses, creating partnerships with Unite for Literacy, and developing a family engagement action plan for the state.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.9. Services with evidence of promise that SFEC grantees implemented as of 2022

Model	Number of SFEC grantees
Other evidence-based direct services	9
National Center for Families Learning (NCFL) models	6
National Network of Partnership Schools	4
Parent Teacher Home Visitation	4
Families and Schools Together	3
Family Friendly Schools	3
Academic Parent Teacher Teams	2
The Model PTA	2
Home Instruction for Parents of Preschool Youngsters (HIPPY)	1

NOTES: Analysis based on responses from 12 SFEC directors. SFEC directors indicated which services with evidence of promise they implemented as of 2022. SFEC directors could select more than one response. In addition, 9 SFEC directors selected the *Other* option at this survey item and provided additional direct services that, to their thinking, met the Department's chosen definition of *evidence-based*, including Ready4K, Parent Powered, Power My Learning, Gallup's Strengths Finder, other home visits, Raising a Reader, Positive Solutions, PBS Literacy Workshops, equity trainings, People Empowering People, Parent Leadership Institute, and other intensive assistance to families.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.10. Approaches and topics among SEAs' top five priorities as of 2022

Approaches and topics as presented in Exhibit 6 in the main report	Approaches and topics as presented in the survey	Number of SEAs selecting each as a priority
Fostering family-school partnerships	<i>Dual capacity building (an approach for family-school partnerships that emphasizes mutually respectful relationships among schools, families, and communities, where these groups collaborate intentionally to support family engagement)</i>	9
	<i>Family-school communication and engagement around academic achievement</i>	11
	Total independent number of SEAs for this topic	11
Providing families with support for social-emotional learning	<i>Social-emotional learning/social-emotional development</i>	11
	<i>Mental health awareness and school-based support</i>	11
	Total independent number of SEAs for this topic	11
Promoting the use of services with evidence of promise	Evidence-based direct services	2
Delivering a range of literacy supports	Literacy (e.g., family literacy approaches, financial literacy)	5
Sharing information about educational choice	<i>Educational choice (e.g., school choice, opportunities to create a personalized path for learning)</i>	1
	<i>Course placement and academic tracking (e.g., math or reading placement)</i>	1
	Total independent number of SEAs for this topic	1
Providing IEP and IDP support to families	Providing supports for families of disadvantaged students, such as help understanding individualized learning or development plans (IEPs or IDPs)	2
Conducting events to support college and career readiness	College and career readiness	2

Approaches and topics as presented in Exhibit 6 in the main report	Approaches and topics as presented in the survey	Number of SEAs selecting each as a priority
Providing support for engagement in STEM	STEM (science, technology, engineering, and mathematics)	1
Racism, social justice, or equity	Racism, social justice, or equity	4
School reentry and hesitancy on behalf of families in response to COVID-19	School reentry and hesitancy on behalf of families in response to COVID-19	0
Remote and hybrid instruction and access to technology	Remote and hybrid instruction and access to technology	3
Chronic absenteeism	Chronic absenteeism	7
Language accessibility for English language learners	Language accessibility for English language learners	2
Accommodations for populations with disabilities	Accommodations for populations with disabilities	0

NOTES: Analysis based on responses from 13 SEA representatives. SEA representatives selected five topics or approaches that they identified as their state's top priorities as of 2022.

IEP = Individualized education program.

IDP = Individual development plan.

STEM = science, technology, engineering, and mathematics.

The following topics or approaches combined several survey items. The detail below documents the recoded approaches and topics:

The topic *fostering family-school partnerships* combines *dual capacity building* and *family-school communication and engagement around academic achievement*.

The topic *sharing information about educational choice* combines *educational choice* (e.g., school choice, opportunities to create a personalized path for learning) and *course placement and academic tracking* (for example, math or reading placement).

The topic *Providing families with support for social-emotional learning* combines *social-emotional learning/social-emotional development* and *mental health awareness and school-based support*.

The topic *conducting events to support college and career readiness* combines *college and career readiness* and *conducting events to help identify career and postsecondary options* (for example, college and postsecondary education career fairs).

The topic *remote and hybrid instruction and access to technology* combines *distance learning approaches* (outside of COVID-19 response; remote and hybrid instruction (in response to COVID-19); and *access to technology*.

SOURCE: SEA representative survey, summer 2022.

Exhibit B.11. SEA representative reports of the areas where SFEC grantees increased capacity and knowledge at the state level as reported at the time of data collection in 2022

Family engagement area	Number of SEA representatives
Develop and carry out trainings related to family engagement	11
Disseminate information or provide technical assistance related to family engagement	10
Identify pressing needs or priorities related to family engagement	10
Reduce barriers or address challenges in implementing the technical assistance or direct services activities related to family engagement	9
Monitor, measure, or evaluate strategies or programs related to family engagement	5
Provide direct family engagement services	4

NOTES: Analysis based on responses from 12 SEA representatives. SEA representatives indicated the areas in which the SFEC grantees increased their state capacity for family engagement as of 2022. SEA representatives could select more than one response.

SOURCE: SEA representative survey, summer 2022.

Exhibit B.12. SEA representative reports of the frequency of communication with SFEC grantees as reported at the time of data collection in 2022

Frequency	Number of SEA representatives
About once a week	6
About two or three times per month	2
About once a month	3
About once or twice a year	1
About quarterly	1
About once per year	0
We do not have meetings with the SFEC	0

NOTES: Analysis based on responses from 13 SEA representatives. SEA representatives indicated the frequency with which someone at the SEA communicated with their SFEC as of 2022.

SOURCE: SEA representative survey, summer 2022.

Exhibit B.13. SEA representative reports of satisfaction with the SFEC grantee partnership as reported at the time of data collection in 2022

Satisfaction	Number of SEA representatives
Very satisfied	10
Somewhat satisfied	3
Somewhat dissatisfied	0
Very dissatisfied	0

NOTES: Analysis based on responses from 13 SEA representatives. SEA representatives reported how satisfied they were with the partnership between their SFEC and the state education agency as of 2022.

SOURCE: SEA representatives survey, summer 2022.

B.2 SFEC grantees work with districts with high concentrations of students who were disadvantaged

Exhibit B.14. Number of states in which the districts that SFEC grantees reported serving had proportions of students from disadvantaged households that were higher than, similar to, or lower than the statewide averages between 2020 and 2021

Characteristic	Higher	Similar	Lower
Students in Title I schools	2	9	1
Racial or ethnic minority students	7	4	1
Students classified as English learners	8	3	1
Students with special needs	0	12	0
Students from homeless families	5	5	2
Students from migrant families	1	2	3
Student in foster care	N/A	N/A	N/A

NOTES: Analysis based on data from 12 states and 11 SFEC grantees. One state representing one SFEC is not included because there is only one district in the state, making a comparison impossible, and two states represent one SFEC grantee that works with two states. The population names reported in this exhibit (for example, students in Title I schools, racial and ethnic minority students) differ slightly from those used in the Department application notice and other places in this report, including Exhibit 9 of the report. Percentage relative difference (PRD) was calculated as the SFEC grantee percentage minus the statewide percentage, divided by the statewide percentage. *Higher* are SFEC grantees with PRD greater than 20 percent; *similar* are SFEC grantees with PRD between 20 and -20 percent; *lower* are SFEC grantees with PRD less than -20 percent. The migrant family comparison included only six states because statewide numbers were not available in all states. N/A: Information about students in foster care was not available. Information about students with special needs was not available in the 2020-2021 EDFacts; thus, the 2019-2020 EDFacts data were used for that variable.

SOURCES: 2021 SFEC grantee APRs, 2019-2020 EDFacts, 2020-2021 EDFacts.

Exhibit B.15. Characteristics of students in districts that SFEC grantees reported working with and their state’s student characteristics, averages between 2020 and 2021

	SFEC minimum (%)	SFEC maximum (%)	SFEC average (%)	State minimum (%)	State maximum (%)	State average (%)
Students in Title I schools	40.7	98.4	65.3	38.5	89.8	68.0
Racial and ethnic minority students	12.3	88.7	61.2	10.7	88.7	43.2
Students classified as English learners	0.6	24.0	10.5	0.7	10.2	6.5
Students with special needs	11.1	20.2	14.9	11.1	18.9	16.1
Students from homeless families	0.5	6.3	2.3	0.7	3.7	1.6
Students from migrant families	0	0.6	0.1	0.0	0.3	0.1
Students in foster care	N/A	N/A	N/A	N/A	N/A	N/A

NOTES: Analysis based on data from 12 SFEC grantees. One state representing one SFEC is not included because there is only one district in the state, making a comparison impossible, and two states represent one SFEC grantee that works with two states. Districts for two states are combined for the SFEC grantee that works with two states. The population names reported in this exhibit (for example, students in Title I schools, racial and ethnic minority students) differ slightly from those used in the grant application and other places in this report, including Exhibit 9.

N/A = not available.

The averages are calculated so that districts, SFEC grantees, and states with more learners contribute more to the averages. Information about students in foster care was not available. Information about students with special needs was not available in the 2020-2021 EDFacts; thus, the 2019-2020 EDFacts data were used for that variable.

SOURCES: 2021 SFEC grantee APRs, 2019-2020 EDFacts; 2020-2021 EDFacts.

Exhibit B.16. Percentage of districts in the state to which SFEC grantees provided direct services in 2021

SFEC grantee	Percentage of districts in states that each SFEC grantee worked with	Number of districts that each SFEC grantee worked with	Percentage of Title I districts in state that each SFEC grantee worked with	Percentage of students statewide who are in SFEC grantee districts	Percentage of districts SFEC grantees worked with in both 2020 and in 2021
A	0.7	5	1.1	11.6	80.0
B	1.5	12	1.7	21.8	50.0
C	2.0	8	2.1	13.1	87.5
D	2.0	11	2.5	17.1	100.0
E	2.6	5	2.6	7.0	100.0
F	2.9	8	3.4	35.4	100.0
G	3.1	30	3.2	7.7	46.7
H	7.1	7	8.4	10.4	85.7
I	10.3	18	10.5	31.2	100.0
J	27.0	41	27.9	59.7	100.0
K	52.6	30	52.7	60.2	100.0
L	100.0	100.0	100.0	100.0	100.0
Average across all SFEC grantees	17.6	5-41	18.0	31.3	87.5
Median	3.0%				

NOTES: A district was classified as a Title I district if at least one school in the district was a Title I school. The percentage of districts in a state that SFEC grantees worked with (column 2) are described in the main report but not shown in an exhibit. The percentage of Title I districts (column 3) and percentage of students (column 4) are alternative measures of reach. The percentages are shown for each SFEC grantee in order to illustrate the range in the percentage of districts in a state that SFEC grantees reported working with. The last column indicates the percentage of districts that SFEC grantees worked with in 2021 that were the same districts they worked with in 2020. SFEC grantee names are suppressed for confidentiality; SFEC grantees are not in the same order as in Exhibit 2 in the report or in Exhibits B.1 and B.2

SOURCE: 2020-2021 EDFacts.

Exhibit B.17. SFEC grantees reporting that any of its direct service activities was intended for specific disadvantaged populations or schools serving high numbers of such families between October 2020 and May 2022

	Number of SFEC grantees reporting population as intended recipients of activity										
	Number of SFEC grantees offering service	Families with low incomes	English learner students and families	Racial or ethnic minority families	Families of students with disabilities	Rural families	Migrant families	Homeless/transient youth, families, or advocates	Foster families	Other intended recipients	No specific target population
Direct service											
Any direct service listed below	12	12	11	11	11	9	9	6	8	7	6
Providing services to families to support parent well-being (for example, adult education services, financial education training, parenting classes, peer/parent-to-parent support)	11	10	10	10	8	6	6	6	5	2	1
Delivering in-person services to individual families to enhance student achievement	10	10	8	9	9	8	3	5	5	1	2
Conducting training for families to encourage family leadership in advocating for children or understanding the school or district system (for example, family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees)	12	10	8	9	9	7	5	5	5	3	0

	Number of SFEC grantees offering service	Number of SFEC grantees reporting population as intended recipients of activity									
		Families with low incomes	English learner students and families	Racial or ethnic minority families	Families of students with disabilities	Rural families	Migrant families	Homeless/transient youth, families, or advocates	Foster families	Other intended recipients	No specific target population
Direct service											
Conducting school or district personnel topic-specific training (for example, in assisting with family literacy, family math, family involvement in student course choice/placement) in person or virtually	11	9	9	8	8	5	6	5	6	5	0
Communicating with parents about education matters (for example, providing telephone or texting for parents' questions, an ombudsman to handle complaints, a telephone list for robocalls to parents)	10	9	7	8	8	7	4	4	5	2	1
Conducting training for schools or districts to encourage family shared/participatory leadership (for example, advocating for children or understanding the school or district system, encouraging shared/participatory leadership)	11	8	6	6	6	5	5	3	4	4	1

	Number of SFEC grantees reporting population as intended recipients of activity										
	Number of SFEC grantees offering service	Families with low incomes	English learner students and families	Racial or ethnic minority families	Families of students with disabilities	Rural families	Migrant families	Homeless/transient youth, families, or advocates	Foster families	Other intended recipients	No specific target population
Direct service											
Providing services to SEAs (for example, recruiting and convening advisory committees, performing statewide needs assessments, helping develop statewide family engagement frameworks, funding a state coordinator position, performing research on family engagement in the state)	10	5	6	5	5	3	3	3	3	6	0
Conducting other training for families, schools, or districts not captured elsewhere	8	5	4	5	3	2	1	2	2	4	2

NOTES: Analysis based on responses from 12 SFEC directors. SFEC directors indicated the intended population for each activity they conducted between October 2020 and May 2022; SFEC directors could select more than one intended population. The population names reported in this exhibit (for example, racial and ethnic minority families and homeless/transient youth, families, or advocates) differ slightly from those used in the Department application notice and other places in this report. *Conducting other trainings for families, schools, or districts not captured elsewhere* reported by SFEC directors included home visiting training (1 SFEC grantee), supports for cultural responsiveness to families (1 SFEC grantee), workshops for mental health and technology (1 SFEC grantee), GED and workforce development (1 SFEC grantee), and in-service teacher professional development (1 SFEC grantee). Three additional SFEC grantees selected *Other trainings* but did not specify the nature of those supports.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.18. SFEC grantees reporting that any of its direct service activities was intended for specific disadvantaged populations or schools serving high numbers of these families, collapsed across all types of direct service activities, between October 2020 and May 2022

Number of SFEC grantees reporting specific intended recipients for their activities	
Households with low incomes	12
Students and families who are English learners	11
Racial or ethnic minority families	11
Families of students with disabilities	11
Migrant families	9
Families or students experiencing homelessness	6
Families with children in foster care	8

NOTES: Analysis based on responses from 12 SFEC directors. SFEC directors were instructed to indicate which population(s) they intended to reach with their activities. SFEC directors could select more than one response. Numbers presented are collapsed across all types of direct services activities presented in Exhibit B.17. The population names reported in this exhibit (for example, racial and ethnic minority families and homeless/transient youth, families, or advocates) differ slightly from those used in the Department application notice and other places in this report.

SOURCE: SFEC director survey, summer 2022.

B.3 Factors contributing to SFEC grantee decisions about family engagement activities

Exhibit B.19. SFEC grantees' reported influences on decision making as reported at the time of data collection in 2022

Influence	Number of SFEC grantees describing the factor as the most important influence	Number of SFEC grantees indicating very important	Number of SFEC grantees indicating important	Number of SFEC grantees indicating not important
Parent or family input	3	10	2	0
State or district input	2	9	3	0
School or educator interest	1	9	3	0
Needs assessment	2	8	3	1
Research evidence	2	7	4	1
Special advisory committee meeting discussions	1	6	6	0
Coordination with other activities in the state	0	5	7	0
Staffing expertise (SFEC staffing or SEA staffing)	0	5	6	1
Collaboration with other family education and engagement organizations, such as parent training and information centers and community-parent resource centers	1	5	4	1
Other factors	0	1	0	0

NOTES: Analysis based on responses from 12 SFEC directors. SFEC directors reported the importance of each source of input when making decisions about the activities and services offered by the SFEC grantees since October 2020. They first rated them as very important, important, or not important. Then, SFEC directors selected the most important factor when making decisions about services and activities to provide. One SFEC director added an *other* option and included staffing capacity.

SOURCE: SFEC director survey, summer 2022.

B.4 Challenges and corresponding strategies

Exhibit B.20. Activities SFEC grantees reported carrying out, by number finding each challenging between October 2020 and May 2022

Direct services and information and TA resource activities	Number of SFEC grantees conducting the activity	Number of SFEC grantees that would prioritize the activity, given limited funds	Number of SFEC grantees indicating very challenging	Number of SFEC grantees indicating moderately challenging	Number of SFEC grantees indicating not challenging	Number of SFEC grantees indicating that they did not offer
Providing the infrastructure to support greater collaboration on family engagement topics across a state (for example, statewide support to develop family engagement frameworks and policies)	11	4	3	6	2	1
Constructing and fielding surveys for families to provide data to SEAs, LEAs, and schools	10	0	1	8	3	0
Providing services to families to support parent well-being (for example, adult education services, financial education training, parenting classes, peer/parent-to-parent support)	11	2	0	8	3	1
Delivering in-person services to individual families to enhance student achievement	10	2	1	7	2	2
Conducting school or district personnel topic-specific training (for example, in assisting with family literacy, family math, family involvement in student course choice/placement) in person or virtually	11	5	1	6	5	0

Direct services and information and TA resource activities	Number of SFEC					Number of SFEC grantees indicating that they did not offer
	Number of SFEC grantees conducting the activity	grantees that would prioritize the activity, given limited funds	Number of SFEC grantees indicating very challenging	Number of SFEC grantees indicating moderately challenging	Number of SFEC grantees indicating not challenging	
Providing services to SEAs (for example, recruiting and convening advisory committees, performing statewide needs assessments, helping develop statewide family engagement frameworks, funding a state coordinator position, performing research on family engagement in the state)	10	3	1	6	4	1
Conducting training for families to encourage family leadership in advocating for children or understanding the school or district system (for example, family leadership institutes, action teams and partnerships, school improvement teams, parent advisory committees)	10	6	0	6	6	0
Conducting training for schools or districts to encourage family shared/participatory leadership (for example, advocating for children or understanding the school or district system, encouraging shared/participatory leadership)	11	5	0	5	6	1

Direct services and information and TA resource activities	Number of SFEC					Number of SFEC grantees indicating that they did not offer
	Number of SFEC grantees conducting the activity	grantees that would prioritize the activity, given limited funds	Number of SFEC grantees indicating very challenging	Number of SFEC grantees indicating moderately challenging	Number of SFEC grantees indicating not challenging	
Communicating with parents about education matters (for example, providing telephone or texting for parents' questions, an ombudsman to handle complaints, a telephone list for robocalls to parents)	8	1	0	5	3	2
Conducting other training for families, schools, or districts not captured above	12	1	0	5	7	0
Conducting in-person or virtual statewide or regional webinars, conferences, workshops, seminars, symposia, institutes, or forums	12	1	0	3	9	0
Developing electronic or hard-copy fact sheets and other materials (for example, parent guides, instructional packets, strategies and tips for parents)	12	0	0	3	9	0
Creating data dashboards and tools for schools and districts to use	8	1	1	1	5	4
Providing broadly available information (through website or Facebook page, email listservs/distribution lists, newsletters)	12	4	0	1	11	0
Other technical assistance activity	5	1	0	2	2	0

NOTES: Analysis based on responses from 12 SFEC directors. Note that the data presented reflects SFEC grantees who reported conducting each activity, therefore the analyses vary for each type of activity as not all SFEC grantees conducted all activities. The first column includes the number of SFEC grantees conducting the direct service or information and TA resource activity between October 2020 and May 2022. The second column includes the number of SFEC grantees that would prioritize each activity if limited funding were available. Grantees were asked to select their top three activities to prioritize from the list of 15 provided options, as shown in this table. It is important to note that due to the small number of survey participants (12 grantees), many cells contain a low number or a count of 0. Caution should be exercised when interpreting the significance of individual activities conducted. The remaining columns present the number of grantees expressing degrees of difficulty experienced in conducting activities and the number of SFEC grantees that did not offer the specified activity. These counts are based on the activities that each SFEC reported conducting in the first column. *Other technical assistance support reported by SFEC directors included* participation in task force meetings (1 SFEC grantee), committee meetings (1 SFEC grantee), consultations with Head Start staff (1 SFEC grantee), developing a list of core competencies of family engagement (1 SFEC), and working with partners on sustainability efforts.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.21. SFEC grantees' reported top causes of implementation challenges between October 2020 and May 2022

Direct service or information and TA resource activity challenge	Number of SFEC grantees that reported the challenge
COVID-19 pandemic	8
Limited SEA staff time and capacity issues at the school and district levels	8
Communication and parent/teacher participation	6
Meeting school needs	4
Technology-related	4
Developing and/or modifying resources	3
Funding	2
Any challenge listed above	12

NOTES: Analysis based on responses of 12 SFEC directors. SFEC directors provided write-in responses of their top three challenges, October 2020 through May 2022, which were coded thematically for analysis. Four SFEC grantees also reported unique challenges that could not be grouped under a specific thematic category and included rural distances, lack of child care, lack of transportation, mental exhaustion of families and educators to take in new information, and bureaucracy of the SEA.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.22. Strategies used by SFEC grantees at the start of the pandemic that they planned to continue

Strategy	Number of SFEC grantees that reported using strategy to provide activities during the pandemic	Number of SFEC grantees that reported strategy may continue
Partnering with other local entities (e.g., schools or local education agency, internet providers, food banks, hospitals) to deliver services	11	10
Providing remote supports for SEAs, LEAs, schools, and families	11	9
Using multiple modes of communication to reach families	11	9
Supporting schools in providing remote learning opportunities for children	8	5
Deploying parent surveys regularly to obtain parent input	7	7
Supporting families' access to technology (e.g., facilitating internet access, supplying Chromebooks/laptops)	6	4
Other strategies for direct services	3	2

NOTES: Analysis based on responses from 12 SFEC directors. This question had two components. SFEC directors first indicated if they used the listed strategy to provide direct service or technical assistance activities during the pandemic (first column). Then, for each strategy they reported using, SFEC directors indicated if they planned to continue using the strategy in the future (second column). Other strategies SFEC directors employed to address challenges included starting emails and newsletters, training family-facing professionals to support all families, and using social-emotional learning trainings.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.23. SFEC grantees' perspectives on challenges to collaboration at the time of data collection in 2022

Issue	Number of SFEC grantees citing issue as largely or somewhat challenging
SEA staffing capacity	9
Time required to collaborate	8
Policy shifts or SEA's changing priorities	7
Staff turnover	7
Constraints imposed by laws and regulations	4
Communication	4
Support or engagement from the SEA	4
Other issues	2
Aligned focus on populations to serve	1

NOTES: Analysis based on responses from 12 SFEC directors. For each issue listed in the survey question, SFEC directors were asked to indicate the extent to which that issue posed a challenge to their collaboration with their SEA as of 2022. *Other issues* reported by SFEC directors included bureaucratic processes and hiring of new state superintendents.

SOURCE: SFEC director survey, summer 2022.

Exhibit B.24. SEA representatives' perspectives on challenges to collaboration at the time of data collection in 2022

Issue	Number of SEA representatives citing issue as largely or somewhat challenging
Time required to collaborate	7
SEA staffing capacity	6
SFEC staffing capacity	3
Support or engagement from the SEA	3
Communication between the SFEC and the SEA	2
Cooperation from SFEC staff	2
Aligned focus on populations to serve	1
Other issue	1
SFEC staff knowledge and skills capacity	1

NOTES: Analysis based on responses from 12 to 13 SEA representatives, as not all 13 SEA representatives reported all challenges and therefore could not indicate the degree to which an issue posed a challenge. For each issue listed in the survey question, SEA representatives were asked to indicate the extent to which that issue posed a challenge to their collaboration with their SFEC over the course of the grant period as of 2022. One *other issue* reported by SEA representatives was transparency from national partner.

SOURCE: SEA representative survey, summer 2022.